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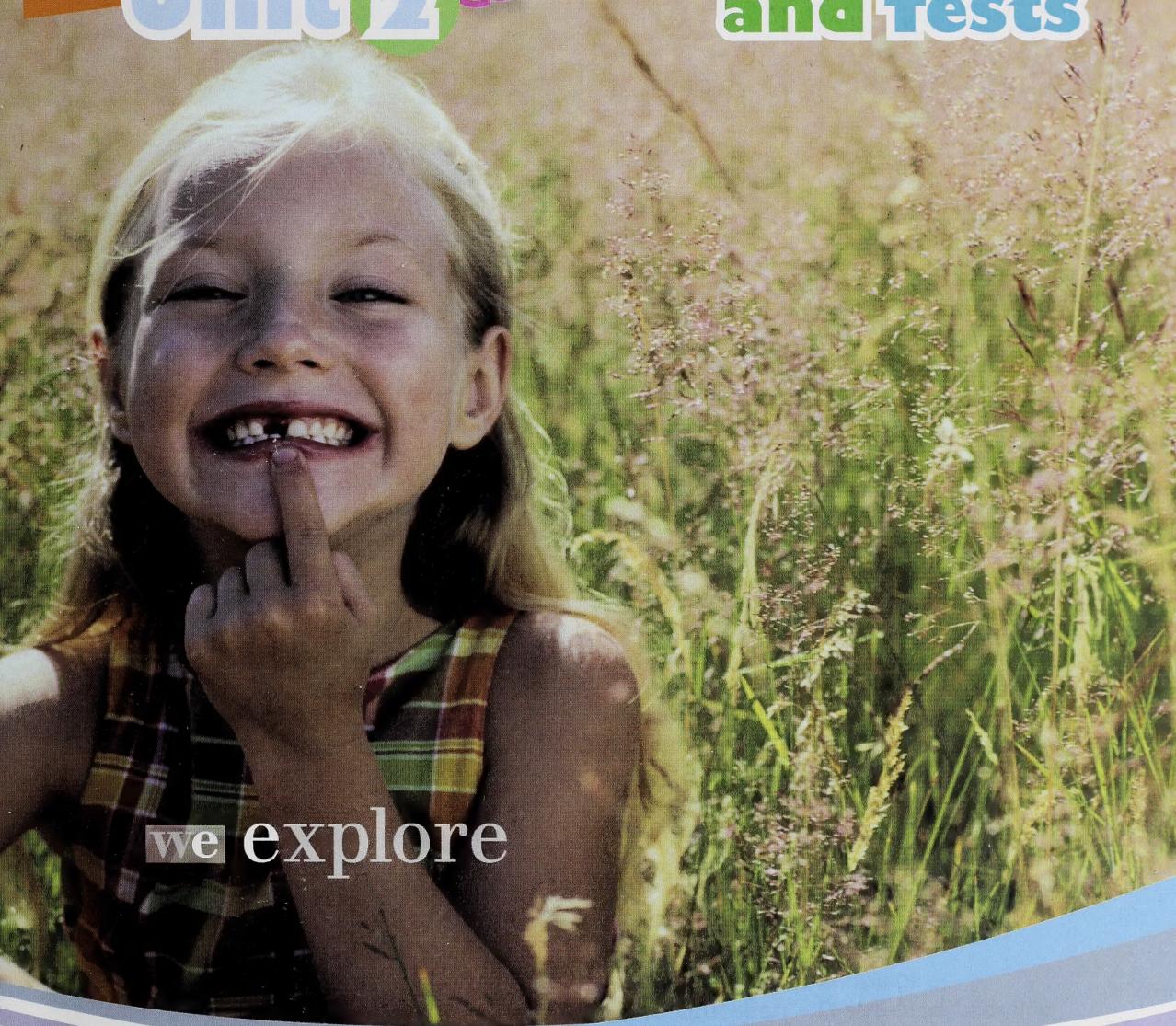
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Learn everyWare

# Math 4 Unit 2



## Quizzes and Tests



we explore

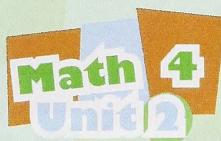
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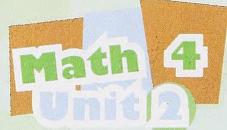
Math 4 Learn EveryWare – Unit 2 Tests & Quizzes  
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**Math 4  
Unit 2**

# **Quiz Lesson 1**



## **Reproducing Patterns**

1. Draw Xs to model the pattern. Describe the rule.

A	B
1	5
2	10
3	15
4	20

2. Draw circles to construct the pattern. Describe the rule.

A	B
1	1
2	3
3	5
4	7

3. Draw the fourth and fifth figure in this pattern and complete the chart.



Figure	1	2	3	4	5
Perimeter	3	4	5		
Area	1	2	3		

**Math 4**  
**Unit 2**

# **Quiz** **Lesson 2**



**Describing  
Patterns**

For 1 - 3: Describe the pattern and find the missing numbers.

1.

A	B
1	11
2	14
3	17
4	20
5	
6	
7	

Describe: \_\_\_\_\_

2.

A	B
1	21
2	25
3	29
4	33
5	
6	
7	

Describe: \_\_\_\_\_

3.

A	B
1	2
2	4
3	8
4	16
5	
6	
7	

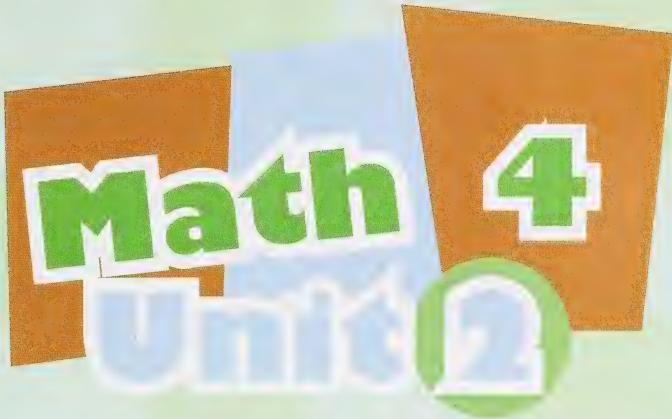
Describe: \_\_\_\_\_

**For 4 - 5:** Use the following table to answer the questions.

A	B
1	23
2	26
3	29
4	32
5	
6	
7	

4. Extend the pattern in Column B
5. Describe how you found the values in Column B for 5, 6, and 7.





# Quiz Lesson 3

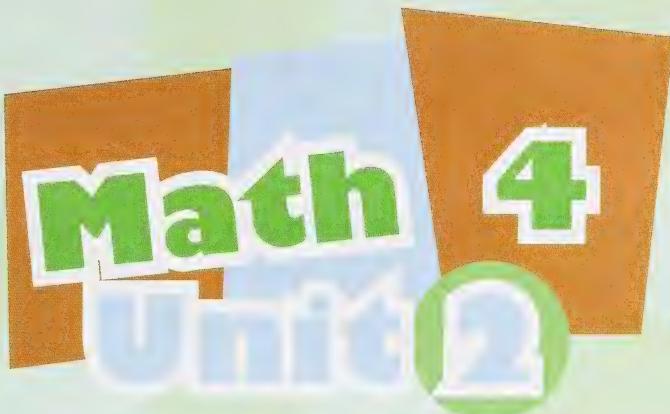


**Translating  
Patterns**

For 1 – 4: Your class is saving money for a spring trip.

Number of Months	Balance in Dollars
1	280
2	560
3	840
4	1 120

1. How much will they have saved in month 6?
2. What is the pattern found in the Balance in Dollars column?
3. What is the rule for Number of Months to Balance in Dollars?
4. How many months will it take them to save \$2 240?



# Quiz Lesson 4



## Diagramming Numbers

**For 1 – 3:** Make Carroll diagrams for each of the following:

1. For the set: {50, 40, 35, 32, 30, 24, 25, 20, 10}:  
What are the numbers that are greater than 20?

2. For the set: {10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20}:  
Attribute #1: Greater than 15      Attribute #2: Even

3. For the set: {2, 3, 5, 15, 17, 30, 40, 41, 42, 43, 50, 55, 60}:

Attribute 1: Even

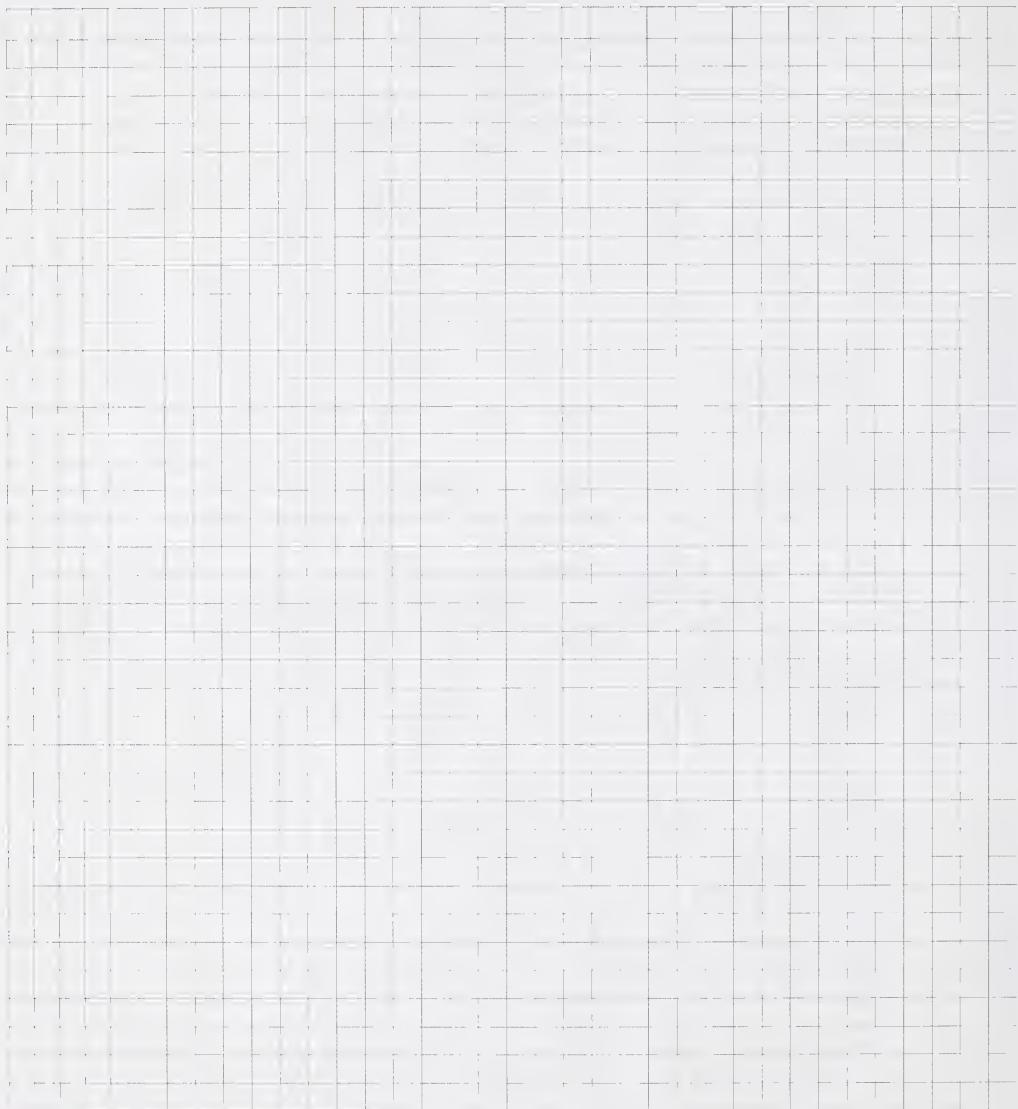
Attribute 2: Divisible by 5

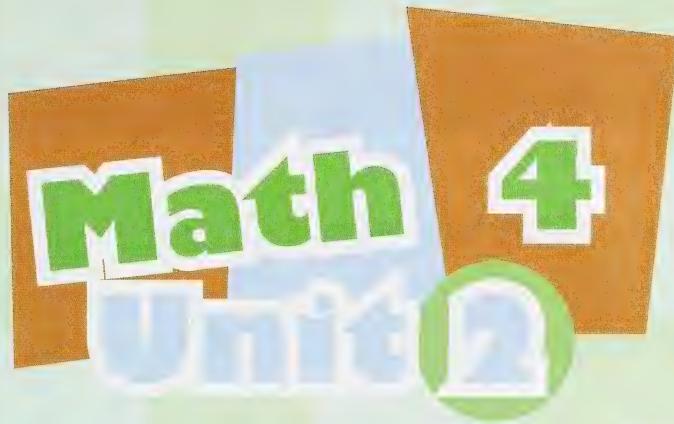
**For 4: Make a Venn diagram.**

4. For the set {0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11}:

A = Less than 6

B = Even





# Test Lessons 1 - 4



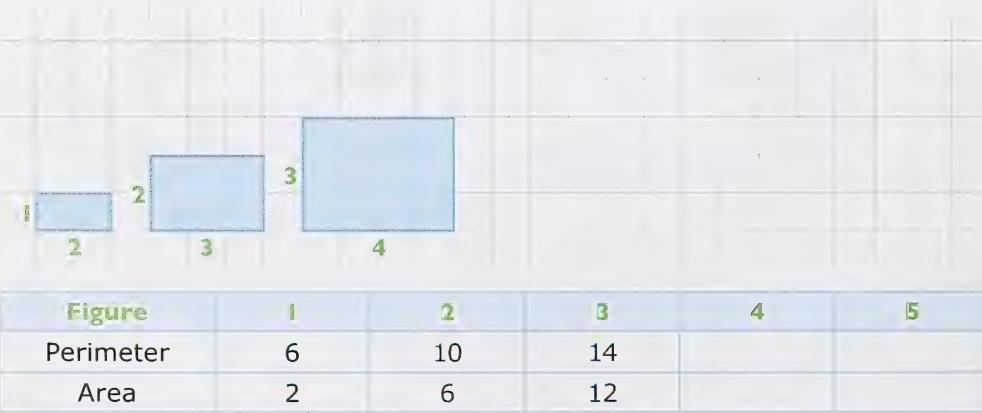
1. Draw circles to construct the pattern. Describe the rule.

Number of days	km Walked
1	1
2	3
3	6
4	10
5	15

2. Draw circles to construct the pattern. Describe the rule.

A	B
1	2
2	6
3	10
4	14
5	18

3. Draw the fourth and fifth figure in this pattern and complete the chart.



**For 4 - 7: Describe the pattern in Column B and find the missing numbers.**

4. \_\_\_\_\_

A	B
1	2
2	10
3	18
4	
5	
6	
7	
8	

5. \_\_\_\_\_

A	B
1	3
2	9
3	27
4	
5	

6. \_\_\_\_\_

A	B
1	120
2	105
3	90
4	
5	
6	
7	
8	

7. \_\_\_\_\_

A	B
1	256
2	128
3	64
4	32
5	
6	
7	
8	

**For 8 – 11:** Use the word problem and chart below to answer the questions.

Your class has decided to recycle plastic in the community. The total number of kilograms of plastic you have collected is combined at the end of each month.

Number of Months	kg Collected
1	3
2	6
3	9
4	12
5	15

8. How much will they have collected in month 8?
  
  
  
  
  
9. What is the pattern found in the kilograms collected?
  
  
  
  
  
10. What is the rule for Number of Months to kg Collected?
  
  
  
  
  
11. How many months will it take them to collect 36 kilograms?

**For 12 – 14: Make Carroll diagrams for each of the following:**

12. For the set {24, 13, 18, 19, 22, 12, 16, 27, 15}:  
What are the numbers that are greater than 18?

13. For the set: {21, 22, 23, 24, 25, 26, 27, 28, 29, 30}:  
Attribute #1: Less than 25                      Attribute #2: Even

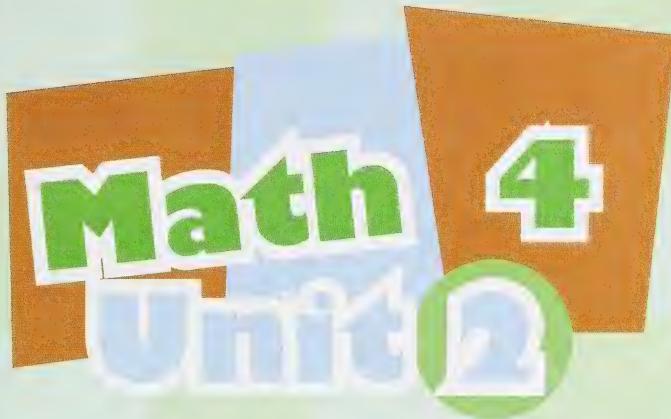
14. For the set: {3, 5, 7, 9, 10, 12, 13, 15, 19, 20, 25, 35, 40, 42, 45}:  
Attribute 1: Even                              Attribute 2: Divisible by 5

**For 15 – 17:** Make a Venn diagram for each:

15. For the set  $\{0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11\}$ :  
A = Less than 7                                    B = Even

16. For the set  $\{12, 16, 24, 28, 32, 36, 40, 44, 48, 52, 56, 60, 64, 68, 72\}$ :  
A = Divisible by 4                            B = Divisible by 8

17. For the set  $\{13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27\}$ :  
A = Less than 20                                    B = Odd



# Quiz Lesson 5



## Addition and Subtraction Equations

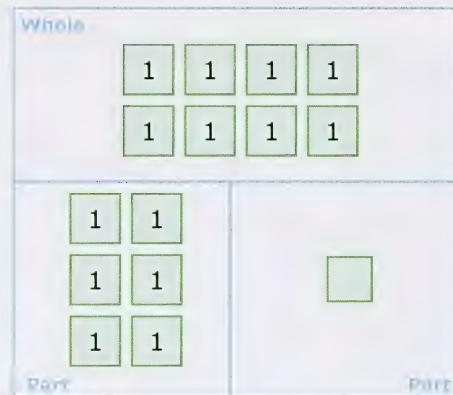
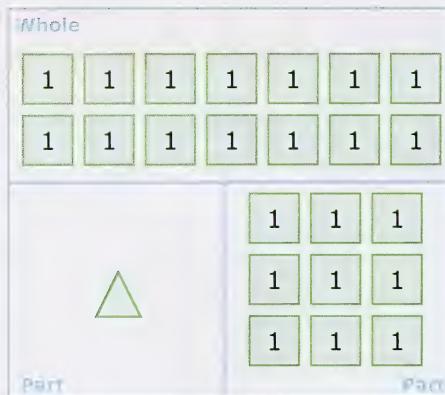
For 1 - 2: Write an equation for the part-whole model. Next, find the unknown value.

1. \_\_\_\_\_

$$\triangle = \underline{\hspace{2cm}}$$

2. \_\_\_\_\_

$$\square = \underline{\hspace{2cm}}$$



For 3 - 4: Solve for the unknown value.

3.  $\triangle + 9 = 17$

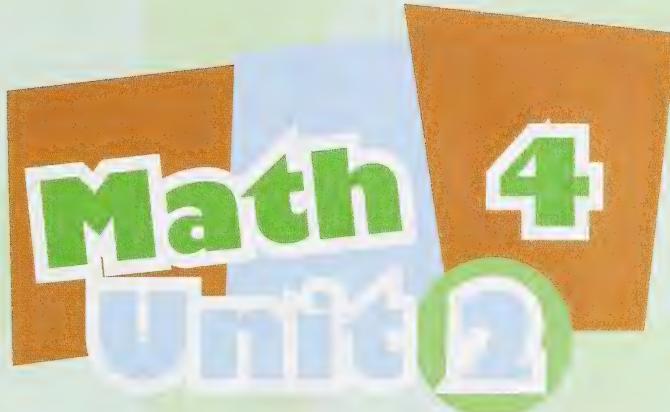
$$\triangle = \underline{\hspace{2cm}}$$

4.  $\square - 5 = 7$

$$\square = \underline{\hspace{2cm}}$$

For 5: Write an equation for the sentence.

5. the sum of a number and four is seven \_\_\_\_\_



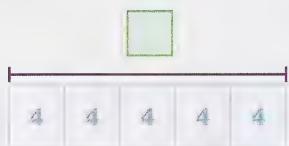
# Quiz Lesson 6



**Multiplication  
and Division  
Equations**

**For 1 - 2: Complete the equation for the model shown.**

1.  $\square \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$



2.  $\square \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$



**For 3 - 4: Solve for the unknown value.**

3.  $\triangle \times 8 = 48$

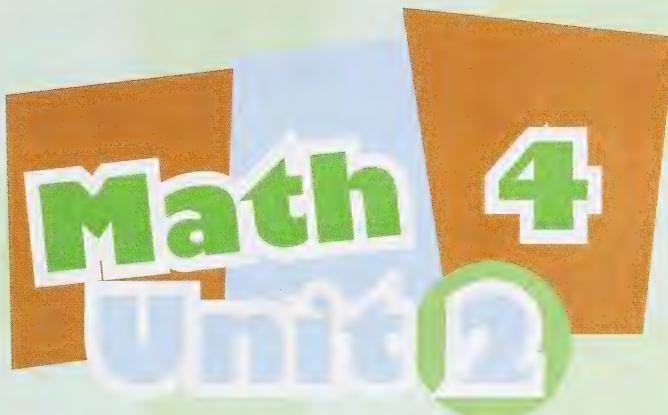
$\triangle = \underline{\hspace{1cm}}$

4.  $\square \div 5 = 7$

$\square = \underline{\hspace{1cm}}$

**For 5: Write an equation for the sentence.**

5. the product of a number and six is twelve  $\underline{\hspace{3cm}}$



# Quiz Lesson 7

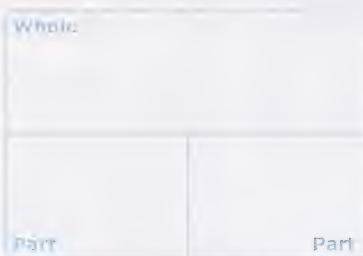


## Problem Solving with Equations

**For 1 – 3: Create a model for the problem and solve.**

Lian has fourteen flowers to plant. She decides to plant 5 of them in her grandmother's yard. Find the number of flowers Lian will plant in her yard.

1. Complete the part-whole model:

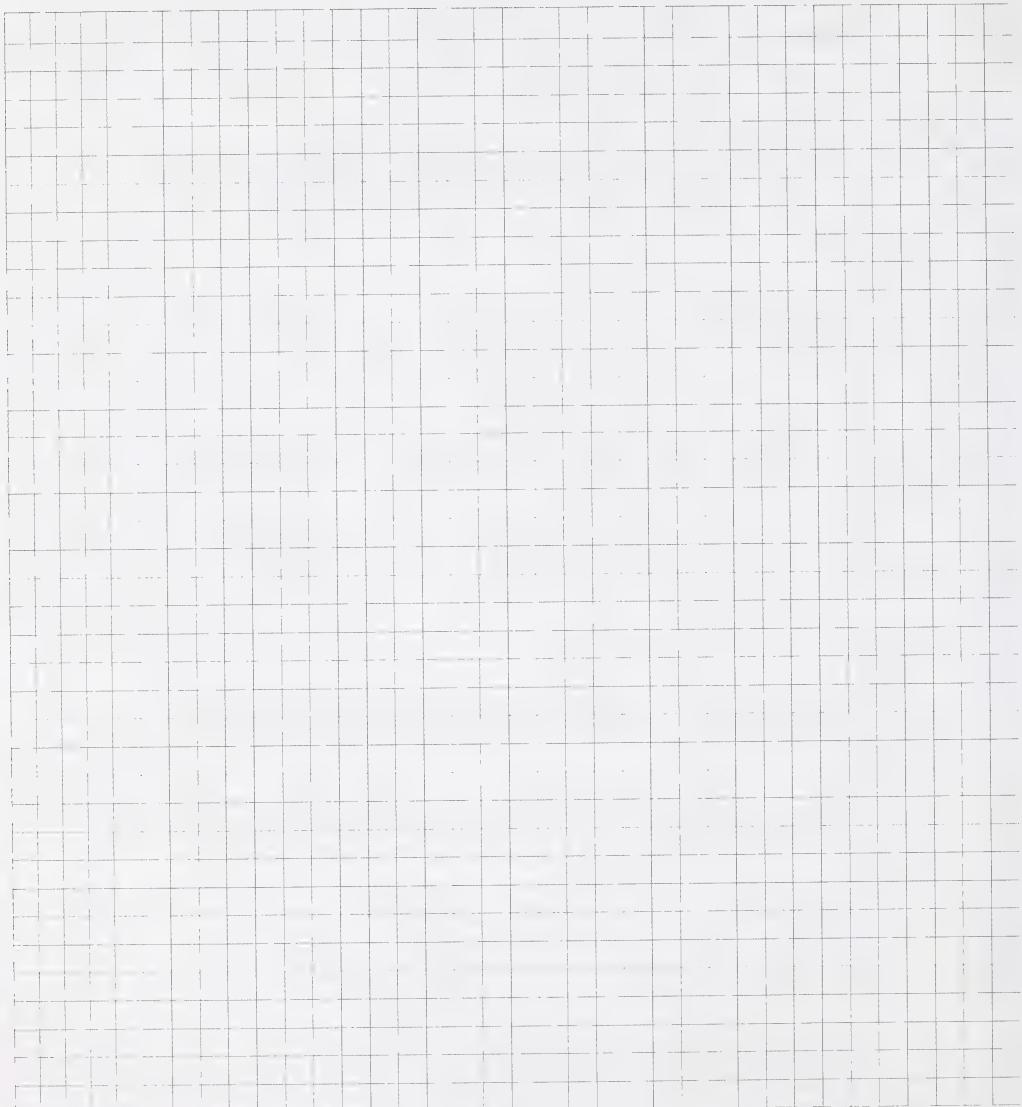


2. Write an equation for the model.
3. How many flowers will Lian plant in her own yard?

**For 4 – 6: Create a model for the problem and solve.**

Cameron has \$200 to spend on presents for five friends. He wants to spend the same amount on each friend. Find the amount Cameron can spend on each friend.

4. Create a model to represent the problem.
  
  
  
  
  
  
5. Write an equation for the model.
  
  
  
  
  
  
6. How much can Cameron spend on each friend?

A large grid of squares, likely provided for students to work out their answers to the quiz questions.

# Math 4 Unit 2

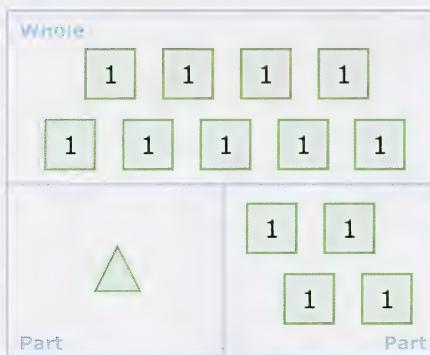
## Test Lessons 5 - 7



**For 1 - 2:** Write an equation for the part-whole model. Next, find the unknown.

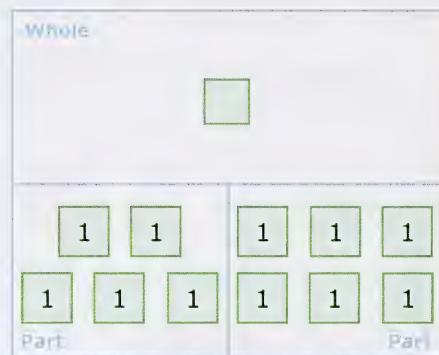
1. \_\_\_\_\_

$$\triangle = \underline{\hspace{2cm}}$$



2. \_\_\_\_\_

$$\square = \underline{\hspace{2cm}}$$



**For 3 - 4:** Complete the equation for the model shown. Next, find the unknown.

3.  $\triangle \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$   
 $\triangle = \underline{\hspace{2cm}}$



4.  $\square \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$   
 $\square = \underline{\hspace{2cm}}$



**For 5 - 16:** Solve for the unknown.

5.  $\triangle + 14 = 20$   
 $\triangle = \underline{\hspace{2cm}}$

6.  $\square - 11 = 15$   
 $\square = \underline{\hspace{2cm}}$

7.  $\triangle + 2 = 17$   
 $\triangle = \underline{\hspace{2cm}}$

8.  $\square - 12 = 7$   
 $\square = \underline{\hspace{2cm}}$

9.  $\triangle + 13 = 27$   
 $\triangle = \underline{\hspace{2cm}}$

10.  $\square - 6 = 9$   
 $\square = \underline{\hspace{2cm}}$

11.  $\triangle \times 9 = 63$   
 $\triangle = \underline{\hspace{2cm}}$

12.  $\square \div 4 = 10$   
 $\square = \underline{\hspace{2cm}}$

13.  $\triangle \times 7 = 56$   
 $\triangle = \underline{\hspace{2cm}}$

14.  $\square \div 6 = 5$   
 $\square = \underline{\hspace{2cm}}$

15.  $\triangle \times 8 = 40$   
 $\triangle = \underline{\hspace{2cm}}$

16.  $\square \div 3 = 8$   
 $\square = \underline{\hspace{2cm}}$

**For 17 - 18: Write an equation for the sentence.**

 17. the sum of a number and five is seven  $\underline{\hspace{2cm}}$

18. the product of a number and eight is sixteen \_\_\_\_\_

**For 19 – 21: Create a model for the problem and solve.**

Zach has fifteen pieces of candy. He decides to give three of them to Daksha. Find the amount of candy Zach will now have.

19. Complete the part-whole model:



20. Write an equation for the model.

21. How many pieces of candy does Zach have now?

**For 22 – 24: Create a model for the problem and solve.**

You have twenty cupcakes to share with five people. Each person will get the same number of cupcakes. Find the number of cupcakes each person will get.

22. Create a picture to represent the problem.

23. Write an equation for the model.

24. How many cupcakes will each person get?



Test: Lessons 5 - 7

A large grid of squares, likely intended for a student to show their work or answers for a test. The grid consists of approximately 20 columns and 25 rows of small squares.



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